Cypress-Fairbanks Independent School District

Anthony Middle School

2024-2025

Mission Statement

Anthony Middle School is an innovative community that empowers students to be productive and responsible citizens by cultivating relationships, embracing diversity, and inspiring excellence in a safe and supportive environment.

We provide opportunities for all learners!

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will intentionally plan for and provide strategies for students to process academic vocabulary and make cross-curricular connections.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will intentionally plan Closing the Gap lessons to be vertically aligned with prior and future content to assist the Economically Disadvantaged student group in performing at the Master's level.	**Formative**		
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS	**Nov**	**Feb**	**May**
	Some Progress	Considerable	Considerable

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Teachers will plan purposeful interleaving opportunities over previous concepts in order to strengthen academic vocabulary and reading comprehension.

    Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

    Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS

Formative		
Nov	**Feb**	**May**
Some Progress	Considerable	Considerable

Strategy 4 Details	Formative Reviews		

Strategy 4: Social Studies: Teachers will plan purposeful and structured opportunities for retrieval practices in lessons and Closing the Gap (CTG) time.

    Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

    Staff Responsible for Monitoring: Principal, Director of Instruction, CCIS

Formative		
Nov	**Feb**	**May**
Some Progress	Considerable	Considerable

Strategy 5 Details	Formative Reviews		

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.

    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness

    Staff Responsible for Monitoring: Principal

Formative		
Nov	**Feb**	**May**
Some Progress	Considerable	Accomplished

Strategy 6 Details	Formative Reviews		

Strategy 6: Dropout Prevention: Counselors and Academic Achievement Specialist will meet after every progress report and work with teachers to establish an intervention for all students in danger of earning a failing grade for a marking period. Registrar will notify the Director of Instruction and Assistant Principal when any student accumulates 5 or more unexcused absences or when any student exceeds 10 total absences.

    Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.

    Staff Responsible for Monitoring: Counselors; Academic Achievement Specialist; Registrar; Director of Instruction; Assistant Principals

Formative		
Nov	**Feb**	**May**
Some Progress	Considerable	Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	No Progress	No Progress	Accomplished

Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, clubs, and/or activities in order to provide all students with a well-rounded education: Horizons Showcase, Student Council, Clubs, and Hispanic Forum.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

Strategy 9 Details	Formative Reviews		
Strategy 9: At-Risk: Students with an identified area of need based on STAAR will be provided with additional academic support based on their specific academic needs. Students who did not pass the Reading and/or Math STAAR will be granted subscriptions to IXL, and students will work on this program during Closing the Gap each week. Other Reading course interventions such as READ 180 and Academic Learning Lab will be offered to students who qualify.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. **Staff Responsible for Monitoring:** Principal	Some Progress	Considerable	Considerable

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions.

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: All staff and students will implement campus intake, transition, and dismissal procedures. This includes assigned student entry (cafeteria doors and car rider doors), all staff assigned duty locations throughout the building, and all students moving directly to their assigned area or classroom. Also, additional staff members (including clerical staff and teachers with conference periods) are assigned to high-traffic areas throughout the day. All staff implement and maintain one-way hallways and staircases. A school-wide system for entering and exiting the classroom has been designed and implemented by all staff.
    Strategy's Expected Result/Impact: Students transition safely and efficiently throughout the building during the school day.
    Staff Responsible for Monitoring: Assistant Principals; Principal
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		

Strategy 2: Campus leaders will conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Administrators will engage in consistent reflection and evaluation of processes.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Assistant Principals; Principal; Campus resource officer
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Accomplished

Strategy 3 Details	Formative Reviews		

Strategy 3: All staff will follow district expectation of all exterior and interior doors remaining locked. Frequent sweeps of exterior and classroom doors are conducted to remedy vulnerabilities. All staff will implement timely communication processes and reporting of necessary repairs to ensure all interior doors remain closed and locked during instructional time and when students are on campus.
    Strategy's Expected Result/Impact: 100% of exterior and interior doors will remain locked to ensure all students remain safe.
    Staff Responsible for Monitoring: Assistant Principals
	Formative		

	Nov	Feb	May
	Considerable	Considerable	Accomplished

No Progress	Accomplished	→ Continue/Modify	✗ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a recognition system for students with high attendance rates. Students with perfect attendance will receive certificates. Students with high attendance rates (0-3 absences in a marking period) will be awarded PBIS Talon Tokens to spend at the school store.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 97% overall attendance rate **Staff Responsible for Monitoring:** Assistant Principals; Principal			
	Considerable	Considerable	Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will make parent contact for every student who has three (3) consecutive unexcused absences. Additionally, the attendance office personnel will make parent contact for excused absences that exceed three (3) days in order to check in and confirm the date for return to school.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 97% overall attendance rate **Staff Responsible for Monitoring:** Principal			
	Considerable	Considerable	Accomplished

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Assistant principals and counselors will train teachers during monthly staff meetings with strategies that address students' social intelligence. Students are also encouraged by staff, through the campus code of conduct assemblies and regular announcements to "say something" by reporting suspicious or worrisome behaviors to staff members or through the Tipline. Monthly PBIS Advisory lessons and Bringing Out the Best lessons will support students in recognizing dangerous behaviors.	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Counselors; Assistant Principals			

Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 1) Implementation of classroom social contracts 2) Implementation of PBIS rewards will be utilized to reward and encourage RISE behaviors 3) school-wide system for students entering and exiting the classroom to support a positive learning environment; and 3) creating advisory lessons to address RISE behaviors and character traits.	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals; Principal; Behavior Interventionist; Counselors			

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	Formative		
	Nov	Feb	May
	Considerable	Considerable	Considerable
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be 97% or higher.

   Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

   Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: All teachers at Anthony Middle School will either sponsor a club or serve on a committee in order to connect with one another and develop camaraderie. Additionally, on various Fridays throughout the year, teachers are invited to participate in fun activities that include dress-up days and Treat-me Fridays.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 7%. **Staff Responsible for Monitoring:** Principal; Director of Instruction; Social Committee	Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job-targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: All teachers participated in August professional development tied to our campus instructional goal of creating and using assessments to design responsive instruction to meet the needs of all learners. Additionally, all teachers will participate in critical writing training twice a semester to support our cross-curricular instructional strategy. Finally, just-in-time PD will be offered based on teacher input and the campus goals related to instruction, positive relationships, or technology. **Strategy's Expected Result/Impact:** Teachers will create and implement assessments that are aligned to the TEKS and to instruction, thereby increasing student performance on unit tests. Teachers will use bite-sized PD as part of their own professional development plan related to achieving their professional goals. **Staff Responsible for Monitoring:** Director of Instruction; Principal	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished
Strategy 2 Details	**Formative Reviews**		
Strategy 2: We will recognize and celebrate the work being done by Anthony staff individually and as teams through our monthly Raven Dave Awards and content team awards. Additionally, great news that highlights students and staff will be posted on social media on a weekly basis and in the school staff newsletter. **Strategy's Expected Result/Impact:** Use of best instructional practices throughout the campus will increase as a result of positive reinforcement. **Staff Responsible for Monitoring:** Principal, Director of Instruction, CCIS	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished
Strategy 3 Details	**Formative Reviews**		
Strategy 3: The instructional coaching team will guide Anthony teachers through the coaching cycle by observing, providing feedback, modeling, co-teaching, just-in-time PD, and encouraging reflective practices. **Strategy's Expected Result/Impact:** Teachers will increase use of best practices through at least two coaching cycles using Sibme in order to increase student achievement. **Staff Responsible for Monitoring:** Principal, Director of Instruction	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Considerable

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Anthony Middle School will communicate electronically through the use of School Messenger (twice per month) and Schoology, as well as regular use of the electronic marquee, which will be updated weekly. Additionally weekly social media posts related to both academics and extracurricular activities will occur throughout the school year. Parent events, such as Open House, Raven Express, Parent UIL meetings, and Electives Nights, will also be offered. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal Director of Instruction Asst. Principals	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Anthony Athletics students will engage with the surrounding community by leading community service projects: one in the fall and one in the spring. **Strategy's Expected Result/Impact:** Perpetuate positive interaction between the school and the community **Staff Responsible for Monitoring:** Athletic Directors: Tami Combs and Kevin Chavis	**Formative**		
	Nov	**Feb**	**May**
	Considerable	Considerable	Accomplished
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Counselors will host Parent Education Nights and monthly Coffee Talks throughout the school year for parents and community members to meet and discuss current activities, trends, and issues at Anthony Middle School. **Strategy's Expected Result/Impact:** Communication between school and community will improve. **Staff Responsible for Monitoring:** Counselors	**Formative**		
	Nov	**Feb**	**May**
	Some Progress	Considerable	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

CPOC

Committee Role	Name	Position
Principal	Crystal Romanelli	Principal (there is only one principal)
Teacher #1	Kimberly Askew	Teacher #1
Teacher #2	Jennifer Beech	Teacher #2
Teacher #3	Denise Braun	Teacher #3
Teacher #4	Carol Johnson	Teacher #4
Teacher #5	Catherine Mosier	Teacher #5
Teacher #6	Sheena Roy	Teacher #6
Teacher #7	Elizabeth Trevino	Teacher #7
Teacher #8	Karla Van Horn	Teacher #8
Other School Leader (Nonteaching Professional) #1	Matthew Martin	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Kelli James	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Jennifer Covington	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Laura Alexander-Wilson	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Jennifer Klaus	Administrator (LEA) #1
Parent #1	Heather Henry	Parent #1
Parent #2	Angel Smith	Parent #2
Community Member #1	Emily Dedmond	Community Member #1
Community Member #2	Mackenzie Strickland	Community Member #2
Business Representative #1	Lana King	Business Representative #1
Business Representative #2	Alex Soler	Business Representative #2

Addendums

Campus	Anthony

Strategic Plan Goal 1 Campus 5-year Targets

	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	67%	70%	73%	76%	79%
Masters Grade Level	39%	42%	45%	48%	51%

2024-25	Target Check
89%	Met District Strategic Target
72%	Met District Strategic Target
44%	Met District Strategic Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Reading	6	Anthony	MS2	All	451	88%	93%	91%	75%	80%	75%	44%	50%	47%
Reading	6	Anthony	MS2	Hispanic	139	84%	90%	87%	66%	71%	68%	34%	42%	33%
Reading	6	Anthony	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Anthony	MS2	Asian	90	95%	100%	99%	90%	96%	89%	65%	70%	71%
Reading	6	Anthony	MS2	African Am.	117	84%	90%	85%	70%	75%	62%	36%	43%	38%
Reading	6	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Anthony	MS2	White	88	92%	97%	94%	79%	85%	89%	46%	51%	58%
Reading	6	Anthony	MS2	Two or More	16	69%	81%	93%	69%	75%	71%	46%	56%	50%
Reading	6	Anthony	MS2	Eco. Dis.	162	79%	85%	84%	64%	71%	61%	29%	35%	32%
Reading	6	Anthony	MS2	EB	80	78%	83%	83%	63%	68%	53%	23%	28%	21%
Reading	6	Anthony	MS2	At-Risk	213	76%	81%	84%	56%	61%	57%	25%	30%	25%
Reading	6	Anthony	MS2	SPED	43	57%	63%	56%	33%	37%	35%	*	19%	*
Reading	7	Anthony	MS2	All	473	85%	90%	87%	69%	75%	72%	42%	48%	43%
Reading	7	Anthony	MS2	Hispanic	128	78%	84%	77%	60%	66%	62%	32%	38%	31%
Reading	7	Anthony	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Anthony	MS2	Asian	94	93%	98%	96%	85%	90%	86%	68%	73%	62%
Reading	7	Anthony	MS2	African Am.	129	75%	81%	85%	51%	58%	66%	26%	31%	35%
Reading	7	Anthony	MS2	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Reading	7	Anthony	MS2	White	106	96%	100%	91%	86%	90%	78%	52%	57%	48%
Reading	7	Anthony	MS2	Two or More	13	100%	100%	92%	86%	92%	67%	50%	54%	*
Reading	7	Anthony	MS2	Eco. Dis.	154	71%	76%	78%	51%	56%	60%	25%	30%	24%
Reading	7	Anthony	MS2	EB	71	54%	61%	56%	34%	39%	33%	9%	20%	*
Reading	7	Anthony	MS2	At-Risk	215	69%	75%	73%	48%	53%	51%	25%	30%	25%
Reading	7	Anthony	MS2	SPED	45	36%	40%	33%	*	33%	*	*	22%	*
Reading	8	Anthony	MS2	All	518	91%	96%	88%	72%	79%	72%	47%	53%	47%
Reading	8	Anthony	MS2	Hispanic	168	88%	94%	88%	68%	73%	67%	38%	43%	38%
Reading	8	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	8	Anthony	MS2	Asian	97	98%	100%	95%	88%	93%	87%	70%	75%	70%
Reading	8	Anthony	MS2	African Am.	127	84%	91%	76%	59%	65%	54%	34%	40%	29%
Reading	8	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Anthony	MS2	White	107	98%	100%	96%	82%	87%	87%	55%	60%	63%
Reading	8	Anthony	MS2	Two or More	19	94%	100%	89%	88%	95%	79%	69%	74%	47%
Reading	8	Anthony	MS2	Eco. Dis.	191	87%	92%	79%	61%	66%	58%	38%	43%	33%
Reading	8	Anthony	MS2	EB	71	72%	77%	67%	35%	39%	37%	14%	20%	15%
Reading	8	Anthony	MS2	At-Risk	233	83%	88%	79%	55%	60%	55%	30%	35%	27%
Reading	8	Anthony	MS2	SPED	39	59%	64%	45%	19%	26%	15%	*	18%	*
Math	6	Anthony	MS2	All	451	83%	88%	84%	60%	65%	51%	22%	27%	24%
Math	6	Anthony	MS2	Hispanic	139	78%	84%	76%	49%	56%	34%	14%	19%	12%
Math	6	Anthony	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Anthony	MS2	Asian	90	93%	98%	97%	81%	84%	79%	44%	48%	45%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Math	6	Anthony	MS2	African Am.	117	77%	84%	77%	48%	57%	38%	14%	20%	16%
Math	6	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Anthony	MS2	White	88	85%	90%	91%	67%	70%	65%	21%	27%	31%
Math	6	Anthony	MS2	Two or More	16	83%	88%	86%	58%	69%	64%	*	31%	*
Math	6	Anthony	MS2	Eco. Dis.	162	69%	75%	74%	45%	56%	32%	10%	13%	11%
Math	6	Anthony	MS2	EB	80	71%	75%	69%	46%	48%	43%	14%	15%	15%
Math	6	Anthony	MS2	At-Risk	213	67%	70%	71%	40%	45%	34%	13%	15%	14%
Math	6	Anthony	MS2	SPED	43	50%	56%	56%	26%	30%	*	*	21%	*
Math	7	Anthony	MS2	All	463	70%	89%	79%	53%	75%	62%	23%	30%	27%
Math	7	Anthony	MS2	Hispanic	126	63%	85%	66%	45%	79%	50%	19%	21%	17%
Math	7	Anthony	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Anthony	MS2	Asian	90	89%	97%	92%	80%	90%	81%	45%	50%	51%
Math	7	Anthony	MS2	African Am.	128	51%	85%	74%	31%	58%	52%	9%	20%	15%
Math	7	Anthony	MS2	Pac. Islander	2	*	100%	*	*	100%	*	*	100%	*
Math	7	Anthony	MS2	White	104	83%	92%	89%	64%	77%	73%	22%	30%	34%
Math	7	Anthony	MS2	Two or More	12	81%	83%	67%	69%	75%	67%	56%	58%	*
Math	7	Anthony	MS2	Eco. Dis.	152	53%	77%	63%	34%	55%	45%	13%	20%	11%
Math	7	Anthony	MS2	EB	71	53%	77%	52%	29%	56%	29%	*	28%	*
Math	7	Anthony	MS2	At-Risk	212	53%	75%	61%	33%	43%	38%	15%	20%	17%
Math	7	Anthony	MS2	SPED	45	27%	62%	32%	*	31%	*	*	11%	*
Math	8	Anthony	MS2	All	274	74%	78%	60%	34%	57%	33%	7%	34%	8%
Math	8	Anthony	MS2	Hispanic	106	73%	78%	59%	31%	55%	25%	8%	29%	*
Math	8	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	8	Anthony	MS2	Asian	26	65%	92%	72%	53%	88%	48%	35%	54%	38%
Math	8	Anthony	MS2	African Am.	91	68%	73%	50%	27%	41%	22%	*	26%	*
Math	8	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Anthony	MS2	White	43	89%	93%	71%	50%	74%	55%	*	47%	*
Math	8	Anthony	MS2	Two or More	8	100%	100%	78%	*	75%	56%	*	50%	*
Math	8	Anthony	MS2	Eco. Dis.	133	68%	73%	48%	32%	44%	24%	5%	23%	6%
Math	8	Anthony	MS2	EB	59	58%	63%	47%	29%	39%	20%	*	17%	*
Math	8	Anthony	MS2	At-Risk	159	67%	70%	48%	23%	43%	19%	4%	25%	3%
Math	8	Anthony	MS2	SPED	39	44%	46%	28%	*	36%	*	*	26%	*
Science	8	Anthony	MS2	All	518	86%	91%	87%	66%	71%	68%	32%	37%	33%
Science	8	Anthony	MS2	Hispanic	168	81%	86%	85%	56%	61%	61%	25%	30%	24%
Science	8	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	8	Anthony	MS2	Asian	97	97%	100%	96%	87%	92%	84%	54%	60%	58%
Science	8	Anthony	MS2	African Am.	127	76%	82%	73%	53%	60%	49%	18%	23%	14%
Science	8	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	8	Anthony	MS2	White	107	94%	100%	94%	74%	80%	83%	40%	45%	39%
Science	8	Anthony	MS2	Two or More	19	100%	100%	95%	81%	84%	84%	38%	42%	58%
Science	8	Anthony	MS2	Eco. Dis.	191	78%	83%	76%	55%	60%	50%	21%	26%	19%
Science	8	Anthony	MS2	EB	71	63%	70%	67%	30%	39%	38%	*	20%	10%
Science	8	Anthony	MS2	At-Risk	233	74%	80%	76%	46%	51%	48%	18%	23%	18%
Science	8	Anthony	MS2	SPED	39	48%	54%	42%	*	33%	*	*	23%	*
Social Studies	8	Anthony	MS2	All	518	75%	80%	73%	45%	51%	43%	27%	32%	23%
Social Studies	8	Anthony	MS2	Hispanic	168	65%	70%	68%	37%	42%	35%	26%	31%	19%
Social Studies	8	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	MS2	Asian	97	91%	96%	89%	66%	71%	67%	46%	51%	43%
Social Studies	8	Anthony	MS2	African Am.	127	64%	70%	53%	35%	40%	29%	14%	20%	11%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count 2025 #	2024 Approaches or Above %	2025 Approaches Target %	2025 Approaches or Above %	2024 Meets or Above %	2025 Meets Target %	2025 Meets or Above %	2024 Masters Grade Level %	2025 Masters Target %	2025 Masters Grade Level %
Social Studies	8	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Anthony	MS2	White	107	87%	92%	87%	50%	55%	50%	28%	33%	25%
Social Studies	8	Anthony	MS2	Two or More	19	88%	95%	74%	75%	79%	42%	31%	37%	26%
Social Studies	8	Anthony	MS2	Eco. Dis.	191	66%	71%	56%	34%	40%	29%	19%	24%	13%
Social Studies	8	Anthony	MS2	EB	71	47%	52%	43%	14%	20%	18%	*	10%	8%
Social Studies	8	Anthony	MS2	At-Risk	233	60%	65%	56%	27%	32%	27%	16%	21%	13%
Social Studies	8	Anthony	MS2	SPED	39	22%	28%	*	*	23%	*	*	18%	*
Algebra I	MS	Anthony	MS2	All	254	99%	100%	100%	94%	98%	98%	82%	88%	88%
Algebra I	MS	Anthony	MS2	Hispanic	64	98%	100%	98%	87%	97%	95%	84%	91%	83%
Algebra I	MS	Anthony	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Anthony	MS2	Asian	75	100%	100%	100%	100%	100%	100%	86%	91%	96%
Algebra I	MS	Anthony	MS2	African Am.	37	100%	100%	100%	93%	97%	97%	76%	84%	84%
Algebra I	MS	Anthony	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Anthony	MS2	White	66	98%	100%	100%	95%	97%	98%	79%	85%	87%
Algebra I	MS	Anthony	MS2	Two or More	12	100%	100%	100%	100%	100%	100%	86%	92%	80%
Algebra I	MS	Anthony	MS2	Eco. Dis.	60	100%	100%	98%	88%	90%	95%	74%	79%	82%
Algebra I	MS	Anthony	MS2	EB	12	100%	100%	90%	100%	100%	90%	*	75%	80%
Algebra I	MS	Anthony	MS2	At-Risk	77	97%	100%	99%	94%	95%	96%	81%	85%	86%
Algebra I	MS	Anthony	MS2	SPED	0	*	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Middle School Content Area
Standard Expectations

MS ELA 6-8 Standard Expectations

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
  - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
  - opportunities to engage safely with digital texts and resources
  - the environment to create, collaborate, and think with peers
  - activities to research and produce original products in the digital environment.
  .

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, FluidMath, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 1:1 Technology in the science classroom should provide opportunities for students to:
    - use Chromebook devices to engage in face-to-face and digital collaboration;
    - locate and access information and resources stored in different platforms;
    - explore simulations;
    - collect and represent data using probeware and other digital tools;
    - analyze and interpret data using various digital tools;
    - communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.

- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
    - engage in collaborative problem-solving activities and discussions
    - use research tools such as primary and secondary sources for in depth study and relevant applications
    - analyze visuals (cartoons, maps, images) using critical thinking skills
    - access differentiated content for readiness and skill level and/or interests
    - utilize devices for self-directed learning
    - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations